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ABSTRACT

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on speaking to industry and community groups. (Three of the other modules deal with other tasks required for establishing contacts and relationships.) The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to apply that information in a practice situation, and the final check-out activity allows him to speak to industrial groups in a real work situation where he is employed or when serving as an intern. A learner self-test is included for help in determining when each objective is accomplished, and a performance checklist is appended for use by the learner and instructor/supervisor to assess progress. Case study information and an example speech outline are also appended for guidance in performing the learning activities. (JT)

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MODULE NUMBER II-A

SPEAKING TO INDUSTRIAL AND COMMUNITY GROUPS

SELF-PACED

INSTRUCTIONAL MODULE

2

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INSTRUCTIONAL PROCEDURE

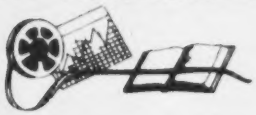
This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test and performance checklist) are provided to help you determine when each objective has been accomplished. Case study information and an example speech outline are presented in the Appendices to guide you in performing the learning activities.

The first learning activity is designed to provide you with the needed **background information.** The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to speak to industrial groups in a real work situation, such as when you are employed, or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner and the instructor/supervisor to assess progress. The checklist is applicable for both the practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on pages 2 and 3 , you should be able to determine how much of this module you will need to complete before the **Check-Out Activity.**

* If you already have the necessary **background information** required for making speeches on industry services, you may not need to complete **Learning Activity I,** p. 4 .
* If you already have had **practice** in making speeches on industry services, you may not need to complete **Learning Activity II,** p. 9 .
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity,** p. 10, and speak to an industrial group when you have access to a real work situation.

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.



SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, more information on this topic is available. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

Learning Activity I

* Any of numerous books on selling, advertising, and business communications.
* **Public Speaking: Fundamentals**. 16mm film, color, 13-1/2 minutes, Mississippi State, Mississippi 39762: Research and Curriculum Unit, Drawer DX. Free on loan basis to vocational-technical education personnel in Mississippi only.

Learning Activity II

* Access to audiovisual supplies and equipment

Check-Out Activity

* One or more resource persons who have made speeches to industry groups
* Access to state or local vocational-technical education supervisor/coordinator who has had previous contacts with target industry group

OBJECTIVES

I. After completing the required reading, take the **Learner Self-Test** to demonstrate you have attained the knowledge of planning, rehearsing, and making a speech to an industrial group. You should complete all items correctly. **(Learning Activity I)**

II. After analyzing the performance instructions, complete all the designated learning experiences in planning, rehearsing, and making a speech to an industrial group in a practice situation. Your work must conform to the **Speech Planning Worksheet** and performance checklist provided in the appendices. **(Learning Activity II)**

III. In a real work situation, plan, rehearse, and make a speech on industry services to an industrial group. Your speech will be judged satisfactory if all the items on the performance checklist (Appendix A) are rated "yes." **(Check-Out Activity)**

SPEAKING TO INDUSTRIAL AND COMMUNITY GROUPS

INTRODUCTION

The benefits which can be received through industrial training must be made known through oral communication. Positive relationships with industrial groups will likely result if the industry services leader is effective in communicating industry services information. One way in which the industry services leader will be involved in communicating information is through oral presentations to industrial prospects and industrial development groups. The preparation of these speeches cannot be taken lightly. The industry services leader must know the services which can be offered, why these are being offered, and how these services can be performed. The speeches should be carefully organized and effectively presented.

The focus of this module is on developing knowledge and skills in planning and making a speech to industrial groups. The module contains some interesting information on industry services. Successful completion of the module will assist you in communicating this information to industry personnel who need, want, and can profit from it.

LEARNING ACTIVITY I: INFORMATION

You should study the information presented on the following pages. You may wish to read supplementary information from advertising, sales, and business communication books. You may also want to see the film cited on page 2 . After reading these materials, you will demonstrate knowledge of planning, rehearsing, and making a speech to an industrial group by completing the **Learner Self-Test**, p. 7 . You will be evaluating your knowledge by comparing your self-test answers with the **Answers to Self-Test**, p. 7 .

I. TERM UNIQUE TO MODULE

Industrial prospects. Personnel from a parent plant, usually at the management level, who are exploring alternatives to new plant site locations.

II. PLANNING THE SPEECH

Industry prospects depend upon the power of the spoken, as well as the written word. The industry services leader must be able to communicate orally a message with expert accuracy and bring out exact facts and figures in complicated situations. The industry services leader must be well prepared to use effective communication as a public relations instrument for existing industries, as well as a selling tool for prospective industries.

A. Uses of oral presentations

1. Sell an industry on an idea or concept
2. Announce, inform, invite, acknowledge, and inquire
3. Praise, introduce, ask favors, and congratulate
4. Present an analysis of job opportunities
5. Present non-confidential industry product descriptions and reports
6. Report on training activities
7. Show relationships between the various agencies providing industry services

B. **Questions to be answered in speeches**

1. **Why** is there a need, tendency, or interest in the program?
2. **What** will be accomplished?
3. **Who** will be involved in providing the program, and who will receive the benefits?
4. **When** will the program start and when will it terminate?
5. **Where** will the activities be accomplished?

C. **Assessing the purposes of the speech**

1. Need for assistance
2. Need for support
3. Clarifying objectives
4. Answer to criticisms
5. Providing new information
6. Giving success stories

D. **Specifying objectives of speech**

1. What will participants be expected to do after speech?
2. What will participants be expected to know after speech?

E. **Selecting resources.** What learning aids will be used in presenting the speech? The learning aids must be consistent with what the audience will accept.

F. **Developing the sequence of learning and providing for questions.** Arrange the speech outline so that the sequence of topics build to a climax. The sequence should allow for questions and discussion during and following the speech. Too many good speeches have been tarnished by questions raised, but not adequately answered at the end of the speech.

III. REHEARSING THE SPEECH

The results of a speech can be devastating if not rehearsed for such factors as time, structure, and materials to be used. Review the speech carefully and, if possible, present the speech to a small group, such as members of the family or fellow workers.

IV. PRESENTING THE SPEECH

A few people may be born with the "gift" of public speaking. Most people must reach their success in public speaking through careful planning and personal effort. The following information will help insure an effective presentation:

A. **Create initial interest with short, appropriate warm-up methods.**
   1. Art materials and signs
   2. Courtesy comments, such as special recognitions, acknowledgements, and thanks
   3. Jokes in good taste, and relevant to topic and audience

B. **Use everyday words, and fairly short sentences.** Be natural.

C. **Describe the speech objectives.**

D. **Get quickly to the heart of the message.**

E. **Vary voice tone for important emphasis.**

F. **Look at the audience.**

G. **Use no more time than is assigned, and allow for questions during and following the speech.**

H. **Use visual aids when possible.**

I. **Summarize main points.**

*Continue this learning activity by taking the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to planning and making a speech in a practice situation. Follow the instructions provided for each item. Check your answers with the **Answers to Self-Test** which follow. If you fail to complete all items correctly, you may wish to refer back to the module information.

1. Which of the following items is **not** appropriate in speeches to industrial groups? Circle the correct answer.
   a. Selling
   b. Announcing
   c. Criticizing
   d. Asking for assistance
2. Write in the missing words. Speech plans should specify why, _____ , _____ , _____ , _____ , and _____ .
3. Write in the missing word(s). Arranging a speech outline so that the topics build to a climax is called _____ .
4. Circle the correct answer. In presenting a speech you would most likely:
   a. Spend part of the time recognizing friends
   b. Get quickly to the heart of the message
   c. Walk around in front of the speaker's rostrum
   d. None of the above

ANSWERS TO SELF-TEST

1. c
2. What, who, when, where, and how
3. Sequencing
4. b

*Proceed to the next learning activity for practice performance experiences

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

You will be required to practice planning, rehearsing, and making a speech to an industrial group. Several subactivities must be completed before the speech is completed. You may wish to refer to the information on pages 4-6. You may wish to read one or more articles on selling, advertising, and business communication from outside resources. You will need to assemble any audiovisual equipment and supplies needed in preparing for, and making the speech. You must complete the **Speech Planning Worksheet**, Appendix B. You must write a speech of your choosing promoting some aspect of industry services. You may base the speech on the **Example Speech Outline** from Appendix C, and the **Case Study Information** from Appendix D. You will be evaluating your performance in making a speech using the **Performance Checklist**, Appendix A.

I. Determine the objectives of the speech. Will it be a description of training services which can be provided? Will it feature a particular industry training program in progress? Will it include both these aspects of industry services?

II. Plan the elements that are to be used in the speech, such as the topics, and audiovisual aids. Complete the **Speech Planning Worksheet** from Appendix B. You may refer to the **Example Speech Outline** presented in Appendix C, and the **Case Study Information** in Appendix D for constructing your speech.

III. Prepare a preliminary written outline of the speech. You may refer to the **Example Speech Outline** presented in Appendix C.

IV. Prepare any audiovisual aids to be used in the speech . Assemble equipment and supplies to be used in making the speech, such as slide projector, overhead projector, and speaker's rostrum.

V. Review the speech carefully several times. If possible, present the speech in a simulated situation with one or more persons in attendance. Your speech will be judged by those in attendance using the **Performance Checklist** presented in Appendix A. All items on the checklist must be rated "yes."

*Completion of the previous learning activities should have prepared you for making a speech in a real work situation. Proceed to the **Check-Out Activity**.

CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity which follows is intended to be conducted in an actual on-the-job situation. It may be completed without completing the two learning activities, if you think you have the proficiency to do so.

Prepare and make a speech to an industrial group. You may discuss the speech with other persons in your school who have prepared for, and made speeches to industrial groups. For additional information, you may wish to contact a state or school supervisor who has had previous contacts with the target group. Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A) must be rated "yes."

*After completing the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have difficulty in selecting a module.

APPENDIX A

PERFORMANCE CHECKLIST

Speaking to industrial and community groups.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. The speech specified why, what, who, when, and where. ☐
2. The information presented was relevant to a majority of the group. ☐
3. The speaker had all aids used during the speech well-organized. ☐
4. The information presented was clearly understood by the entire group. ☐
5. The speaker arrived on time to begin the speech. ☐
6. The speech was terminated within the time provided. ☐
7. The objectives of the speech were clearly stated early in the speech. ☐
8. The entire speech was directed toward the stated objectives. ☐
9. The speech stimulated interest, as evidenced by facial expressions, questions, and comments. ☐

APPENDIX A

PERFORMANCE CHECKLIST

Speaking to industrial and community groups. (Cont.)

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

10. Questions were allowed at appropriate times. ☐

11. Questions were adequately answered. ☐

12. Main points were summarized at appropriate times. ☐

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APPENDIX B

SPEECH PLANNING WORKSHEET

THE PROSPECTIVE AUDIENCE

1. What group of people do I want to reach?

2. What are their interests and concerns?

3. Are their interests similar or greatly varied?

4. What are their range in age and education level?

5. How much do they already know about the industry services program?

6. How many people will be in attendance?

PROSPECTIVE COMMUNICATION TECHNIQUES

1. What type meeting will be held?

2. Where will the meeting be conducted and how much time will be alloted for the speech?

3. What methods are normally used by the industry group to communicate ideas?

4. Which communication methods would most likely reach the above described audience?

5. What audiovisual aids will be required in planning and making the speech?

THE INDUSTRY SERVICES PROGRAM

1. What aspects of the industry services program do I want to promote or inform the group about?

2. Which of these might most interest the audience described above?

3. What do I wish to accomplish through my speech?

4. What benefits do I want the industrial group to see in industry services?

FINAL TOPIC SELECTIONS

APPENDIX C

EXAMPLE SPEECH OUTLINE

INDUSTRIAL TRAINING SERVICES PROVIDED BY EDWARD COUNTY JUNIOR COLLEGE

TOPICAL OUTLINE	COMMENTS
I. Occurrence of rewarding events associated with industrial training programs	
A. Non-confidential experiences with industry managers, supervisors, and workers	
B. Experiences with institution	
II. Purposes of speech	
A. Clarify reasons for industrial training programs	
B. Report on training activities	
C. State goals achieved in training programs	
III. Introduction to industry and training program	Show slides or transparencies
A. Overview of industrial training efforts across state	
1. Brief history of industrial training services	
2. Benefits from industrial training	
a. Industry	
b. School	

TOPICAL OUTLINE	COMMENTS
c. Citizens	
B. Location of plants	
C. Where training occurs	
D. Personnel involved in training activities	
E. Products for which training is focused	Show sample products, noting features for which skilled workers are required in manufacturing.
F. Focus of training activities	
IV. Assistance provided by state, local school, and local industry	
A. Plans of action	
B. Training site	
C. Instructor salaries	
D. Equipment, tools, and supplies	
E. Training aids	
V. Development of training aids	
A. Job-task analyses	Show examples of training manuals and other training aids used in programs.
B. Training manuals	
C. Videotapes	
D. Slides	
E. Charts	
VI. Operation of training program	
A. Applications	

TOPICAL OUTLINE	COMMENTS
B. Referrals	
C. Testing	
D. Counseling	
E. Schedules	
F. Regulations	
G. Instruction	
H. Evaluations and progress records	
I. Placement	
VII. Summary of presentation	
VIII. Questions/comments	

APPENDIX D

CASE STUDY INFORMATION

MAKING A SPEECH TO AN INDUSTRIAL GROUP

A new plant which manufactures electric power company equipment, (power circuit) breakers and transformers) will locate in a city. A tentative date has been set for the new plant to begin manufacturing and assembly operations within 150 days. The start-up operation will involve a work force of approximately 150 employees in the following areas of work:

1. Engineering and marketing
2. Production and quality control
3. Maintenance
4. Tool and die and experimental work
5. Tool design and fabrication
6. Procurement and shipping

This number will increase rapidly over a period of two years.

The plant is moving all equipment and available technical and managerial personnel from an eastern city. Corporate and plant officials have arranged for a visit to the city to make a needs assessment for plant site location, plant construction, transportation services, and availability of trained personnel. During this visit, an interest has been expressed for a meeting with employment service officials, local industrial development groups, and vocational-technical education personnel regarding the services available in starting up the new plant. The industry services leader must be prepared to discuss the training services available through the local industry services program. The meeting will be attended by five company officials, two local administrators of vocational-technical education, and three area industrial development representatives.

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

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